



Service for Success

SUPPORTING 21ST CENTURY LEARNING IN NORTH CAROLINA





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PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

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a message from...



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Dr. June St. Clair Atkinson

No shortage of measures exists to show us how North Carolina public schools are faring – but no measure is more important to students, their families and our state’s future than the high school graduation rate. Simply put, high school graduation opens doors for young people. It is their entry ticket to community college and university success, to career opportunities and to healthier, more productive and independent lives.

North Carolina’s four-year graduation rate in 2008 was 70.3 percent, and our five-year rate was 71.8 percent. This is only the third year that our state has had the ability to track this key measure, and while it has improved in each of the past three years, it is still too low and represents a significant challenge to us all.

Addressing high school graduation and the situations that become barriers to high school graduation is at the heart of the NC Department of Public Instruction’s work and the special emphasis of all we do. We have focused over the past two years on efforts to turn around high schools with chronic low performance, to provide intensive support to local districts that need it most and to find ways to extend learning to students all across our state so that geography, school size and class schedules are eliminated as barriers to learning.

Over the past two years our Department, through generous support from the Bill and Melinda Gates Foundation, completed a comprehensive study of our organizational structure and our process for delivering services to schools and districts. This work has resulted in significant structural change in the Department, a redirection of resources toward more direct service to schools and a framework for stronger partnerships with local school districts. These efforts, together with the increase in technology connectivity and virtual

learning opportunities, are intended to create more and better opportunities to keep students engaged in learning and on track to graduate.

The 2009-2011 budget request of the Department of Public Instruction and State Board of Education is designed to build on this work. We all know that this year is challenging for North Carolina and for everyone as we face an uncertain economy.

Our budget request is designed to build on the strategies that we know are effective for healthy students and schools and includes only the most critical needs at this time. The request included in this report represents the minimum needed to continue our momentum. The State Board of Education used a tiered approach to assess the current budget needs for 2009-2011. To see the entire list of needs, please go online to www.ncpublicschools.org.

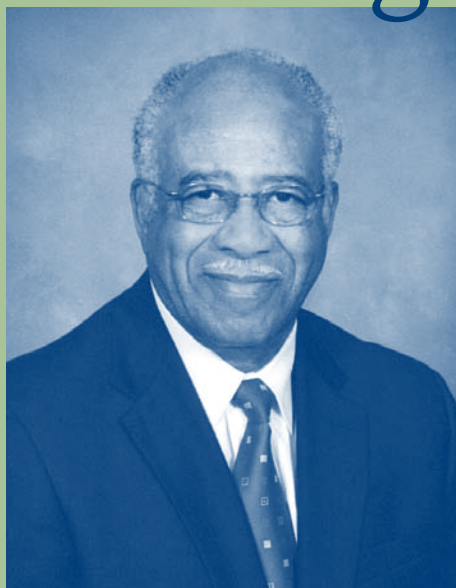
In spring 2008, I launched a special campaign, *The Message: Graduate*, to help everyone focus on this most important goal. Our budget request is designed to make a difference in North Carolina’s graduation rate by providing better teachers, more learning opportunities and stronger school support to serve all students.

Thank you for your continued support of North Carolina’s public schools and the 1.4 million students who attend them every day.



June St. Clair Atkinson, Ed.D.
State Superintendent of Public Instruction

a message from...



CHAIRMAN, STATE BOARD OF EDUCATION

Howard N. Lee

Standards matter, and expectations make a difference. In 2006, as we presented the 2004-2006 Biennial Report, the State Board of Education had just completed a process of raising standards in mathematics for students and of establishing new standards for the ABCs of Public Education, North Carolina's school accountability model. This year, we produced this 2006-2008 Biennial Report as the State Board continues its standards-raising efforts in reading.

The result of higher expectations is that fewer schools met the standards required to earn the highest performance designations under the ABCs and fewer students earned passing scores on the state's end-of-grade tests. It is important to remember that North Carolina students continued to learn and to grow academically in 2007-2008, but the standard expected was raised significantly. The bar rests at a different level today.

That is how education works. As standards rise, teachers and students adjust to them and improve. Eventually, standards are raised again. This describes the pace of progress.

In today's world of quickly changing technology, many speak of a "flat world" that has shortened the distance between competitors and allowed business partners and even co-workers to be on opposite sides of the globe. Our young people must be prepared for this environment. If we do not increase our expectations – in academics, in health and in capacity for learning and changing – our students will not be prepared to succeed.

That is why the Board has raised testing standards. That is why we have built a Future-Ready Core of high school graduation standards that includes The North Carolina Graduation Project and other performance measures. That is why we have

begun the long-term effort of creating new curriculum standards, new student tests and a new accountability model. This work – known as ACRE, the Accountability and Curriculum Revision Effort – will be the next generation of academic expectation in North Carolina.

Standards are just the beginning, however. Alongside standards must be the support and the infrastructure, both human and technological, to serve our students, their teachers and their schools. The General Assembly and the Governor are our partners in this work, and we are grateful for the support and foundation they provide for North Carolina's future.



Howard N. Lee
Chairman, State Board of Education



The State Board of Education

MEMBER PROFILES



HOWARD N. LEE
Chairman | Raleigh



JUNE ST. CLAIR ATKINSON
State Superintendent



BEVERLY PERDUE
Lieutenant Governor



RICHARD MOORE
State Treasurer



WAYNE MCDEVITT
Vice Chair | Asheville



KATHY A. TAFT
Greenville



KEVIN D. HOWELL
Raleigh



SHIRLEY E. HARRIS
Troy



EULADA P. WATT
Charlotte



R. THOMAS SPEED
Boone



MELISSA BARTLETT
Raleigh



JOHN TATE, III
Charlotte



PATRICIA N. WILLOUGHBY
Raleigh



North Carolina's
Eight Education Districts

The North Carolina State Board of Education (SBE) is responsible for “supervising and administering the free public school system and the educational funds provided for its support.” Board members include the Lieutenant Governor, the State Treasurer and eleven other members appointed by the Governor. Eight members represent each of the state’s educational districts, and three are at-large appointees. Those appointed serve eight-year terms. The policies developed by the North Carolina State Board of Education set the direction for all aspects of Department of Public Instruction and local public school organization and operations.

Howard N. Lee / Chairman
5th Education District

*State Board of Education, 6302 Mail Service Center,
Raleigh, NC 27699-6302 | 919.807.3628*

Howard N. Lee was appointed to the State Board of Education by Gov. Michael F. Easley on May 15, 2003, to fill an unexpired term. He was unanimously elected Chair of the Board by its members. Lee, the first African American to hold the post, was a former mayor of Chapel Hill and a former State Senator. During his tenure in the NC Senate, he gained a reputation as an education advocate and led efforts to improve school safety, school accountability and teacher quality. Most notably, Lee shepherded legislation through the General Assembly that established the ABCs accountability program and the Excellent Schools Act. He received his bachelor’s degree in sociology from Fort Valley State College and a master’s degree in social work from the University of North Carolina at Chapel Hill. Chairman Lee is active on the Southern Regional Education Board and the Education Commission of the States. He is also a member of the North Carolina Utilities Commission and a former Senior Advisor with the James B. Hunt Institute for Public Policy. His term on the Board expires March 31, 2013.

Beverly Eaves Perdue / Lieutenant Governor

*Hawkins-Hartness House, 20401 Mail Service Center,
Raleigh, NC 27699-0401 | 919.733.7350*

Lieutenant Gov. Beverly Eaves Perdue, elected to the office in 2000, re-elected in 2004, and elected Governor in 2008, is an ex officio member of the State Board. A former classroom teacher, she came into the second highest elected office in our state after having served five terms in the North Carolina Senate and two terms in the State House of Representatives. In 1999, she received the North Carolina Association of Educators’ President Award for her work on such innovative education measures as the Excellent Schools Act, the Safe Schools Act and Gov. James B. Hunt’s Smart Start initiative for early childhood development. She also received the North Carolina Community College System’s Faculty Association Legislator of the Year Award. Governor-elect Perdue holds doctoral and master’s degrees from the University of Florida at Gainesville.

Richard H. Moore / State Treasurer

*Albemarle Building, 325 N. Salisbury Street,
Raleigh, NC 27603-1385 | 919.508.5176*

A former federal prosecutor, member of the NC General Assembly and Secretary of the Department of Crime Control and Public Safety, State Treasurer Richard Moore serves as an ex officio member of the State Board. He chairs the NC Local Government Commission, the NC Tax Review Board, the State Banking Commission, the Board of Trustees of the NC Retirement System and serves on the NC Community College System Board and the Council of State. A national leader in the fight to protect shareholder rights in the wake of Wall Street corporate abuses, he has authored both the investment and the mutual fund protection principles adopted by many fund managers nationwide. Increasing financial literacy for North Carolinians of all ages especially interests State Treasurer Moore.

Wayne McDevitt / Vice Chairman

8th Education District

*PO Box 63, Marshall, NC 28753-0063
828.649.2144*

Wayne McDevitt was appointed to the State Board in 2001. He served as Senior Vice Chancellor at his alma mater, UNC Asheville, and has been recognized with the university's Achievement Award, Distinguished Alumnus Award and the Chancellor's Medallion. Mr. McDevitt served as Chief of Staff for Gov. James B. Hunt and on the state's Executive Cabinet as Secretary of the Department of Environment and Natural Resources. His extensive record in public service led the *Asheville Citizen-*

Times to recognize him as "one of Western North Carolina's 50 most influential people of the 20th century." Mr. McDevitt's advocacy for education and children includes service on the boards of NC Partnership for Children/Smart Start, NC PTA, Baptist Children's Homes and the boards of trustees of two universities. He serves on the boards of Leadership North Carolina, Western North Carolina Tomorrow, Western North Carolina Communities and the Cherokee Preservation Foundation. His term expires March 31, 2009.

Kathy A. Taft

1st Education District

*3024 Dartmouth Drive, Greenville, NC 27858-6745
252.355.7299*

Kathy A. Taft was reappointed to serve a second term on the State Board in 2003. A long-time supporter of public education, a former vice chair of the Pitt County Board of Education and a founding member of the Pitt County Communities in Schools Program, she has been actively involved over the years in representing the State Board's Compliance Commission for Accountability, the North Carolina Public School Forum and the State Board's Ad Hoc Writing and Textbook Reconsideration Committees. She also served as an active member of the National Association of State Boards of Education's (NASBE) Governmental Affairs Committee. She is an inductee into East Carolina University's College of Education Educator Hall of Fame. She is currently Chair of the Board's Globally Competitive Students Committee. Her term expires March 31, 2011.

Vacant

2nd Education District

Kevin Howell

3rd Education District

*NCSU External Affairs, Campus Box 7001
Raleigh, NC 27695 | 919.515.9340*

Kevin Howell, a Shelby, NC, native, is the Assistant to the Chancellor for External Affairs at North Carolina State University (NCSU). In this role, he serves as the principal university liaison to elected officials at city, county and state levels and, in conjunction with the Chancellor, develops and promotes NCSU’s legislative agenda. Mr. Howell was previously the legislative liaison in the offices of Governors Michael F. Easley and James B. Hunt where he was responsible for lobbying members of the General Assembly. In addition, he has served as Director of Governmental Affairs for the North Carolina Bar Association and as a judicial clerk on the North Carolina Court of Appeals.

While attending NCSU, Mr. Howell was elected Student Body President and served on the University’s Board of Trustees. Mr. Howell also has served as a member of the NCSU Board of Visitors as well as on the Alumni Board. His term expires March 31, 2015.

Shirley Harris

4th Education District

229 Fox Den Road, Troy, NC 27371 | 910.576.3181

Shirley E. Harris was appointed to the Board by Gov. Michael F. Easley in May 2005. She holds North Carolina teaching certifications in Language Arts, Social Studies and Mathematics, as well as National Board Certification in Early Adolescent English/Language Arts. Ms. Harris also holds certification in Adolescent Literacy, Mentoring, Systemic Change and National Board Certified

Teacher Facilitation. She has taught in North Carolina public elementary, middle and high schools for over 30 years. Ms. Harris also served as a high school Comprehensive School Reform Facilitator while remaining in the classroom. Ms. Harris’s teaching awards include Montgomery County Teacher of the Year, NC Regional Teacher of the Year finalist and NC Council of Teachers of Mathematics Regional Outstanding Elementary Mathematics Teacher. Her term expires March 31, 2013.

Eulada Watt

6th Education District

515 N. Poplar St., Charlotte, NC 28201 | 704.333.3310

Eulada Watt is employed part-time as Special Assistant to the Vice Chancellor for Research at UNC Charlotte (UNCC) and serves as a liaison to university departments and community organizations. She also serves as the Executive Director of Minbanc Foundation, Inc. Previously, Ms. Watt served eight years as Special Assistant in the U.S. Department of Education’s Office of Intergovernmental/Interagency Affairs. She spent more than 21 years in education in Charlotte, serving in counseling, program coordinating and instructional leadership positions in K-12 settings.

Ms. Watt’s community service includes chairing the Congressional Black Caucus Spouses in addition to active membership in the Congressional Black Caucus Foundation (serving as Co-Chair of the Education and Programs Committee), the Executive Board of the Congressional Club and the Faith and Politics Institute’s Board. She is a UNCC Trustee, a Board member of two Charlotte-based museums and volunteers on four local and statewide foundations. Her term expires March 31, 2015.

R. Thomas Speed

7th Education District

PO Box 432, Boone, NC 28607-0432 | 828.264.1191

Robert Thomas Speed, an attorney from Boone, NC, was appointed to the State Board of Education by Gov. Michael F. Easley in May 2003. Formerly from Franklin County, NC, and from a family involved in tobacco farming and cattle, he has extensive experience and knowledge in the technical and business aspects of agriculture. He is actively involved in Appalachian State University's athletic boosters club, is a member of the North Carolina Fraternal Order of Police and the Winston-Salem Scottish Rite Bodies. His term expires March 31, 2011.

Melissa E. Bartlett

Member-at-Large

*Executive Director for 21st Century Learning,
Iredell-Statesville Public Schools
410 Garfield St., Statesville, NC 28677 | 828.855.0283*

Melissa E. Bartlett was appointed to the Board by Gov. Michael F. Easley in May 2005. She holds North Carolina teaching certifications in K-12 English as a Second Language, 6-8 Language Arts and 9-12 English, and she has National Board Certification in Early Adolescent Language Arts. Ms. Bartlett taught English at the Collaborative College for Technology and Leadership, a Learn and Earn high school under the New Schools Project. She also has taught in North Carolina middle and high schools and at the community college level, Title I reading in the U.S. Virgin Islands, "O" Levels in Kenya and EFL for the English Language Institute at the American University in Cairo. Ms. Bartlett was chosen as

North Carolina's 2002-2003 Teacher of the Year and became a finalist for 2003 National Teacher of the Year. Her State Board of Education term expires March 31, 2013.

John Tate, III

Member-at-Large

1431 Biltmore Drive, Charlotte, NC 28207-2556 | 704.332.5538

Gov. Michael F. Easley appointed John Tate, a Charlotte native and businessman, to the Board in February 2003 to fill an unexpired term and again in May 2003 for an additional term. Mr. Tate has made the banking industry his career for the past 30 years, and his current assignment at Wachovia includes working with commercial clients. Mr. Tate's community service includes membership on the Charlotte-Mecklenburg Board of Education from 1990-1997 as well as involvement with Communities in Schools, the YMCA, Success by Six, Habitat for Humanity and the UNC-CH School of Social Work Board of Advisors. His current term on the Board expires March 31, 2011.

Patricia N. Willoughby

Member-at-Large

*Executive Director, NC Business Committee for Education
20301 Mail Service Center, Raleigh, NC 27699-0301 | 919.715.3535*

Patricia (Tricia) Nickens Willoughby was appointed to the State Board of Education by Gov. Michael F. Easley in May 2001. Ms. Willoughby is a former classroom teacher and a former member of the School of Education faculty at Meredith College. She served as State Superintendent of the NC Department of Public Instruction during 2004-2005.

She is currently the Executive Director of the North Carolina Business Committee for Education, a non-profit whose focus is K-12 education. As a Board member, Ms. Willoughby has served on the NASBE Study Group for High School Reform and represents the Board with the Gates-funded New Schools Project. Her term on the State Board of Education expires March 31, 2009.

June St. Clair Atkinson
**State Superintendent and Secretary
to the State Board of Education**

6301 Mail Service Center, Raleigh, NC 27699-6301 | 919.807.3440

June St. Clair Atkinson was elected as the North Carolina State Superintendent of Public Instruction in November 2004 and re-elected in 2008. Dr. Atkinson is North Carolina’s first woman to hold this position. She heads the NC Department of Public Instruction, an agency which she served for nearly 28 years as a chief consultant and director in the areas of business education, career and technical education, and instructional services. As a former business education teacher, Dr. Atkinson has been involved in instruction and curriculum development throughout her career. She is past president of the National Business Education Association, Southern Regional Education Board’s High Schools That Work and the National Association of State Directors of Career and Technical Education Consortium. Dr. Atkinson is a member of Delta Kappa Gamma and Phi Delta Kappa and was inducted into East Carolina University’s College of Education Educator Hall of Fame in 2008.

Teacher Advisors

- **Cindi Rigsbee | 2008-09 AT&T Teacher of the Year**
Orange County Schools, 300 E. King St., Hillsborough, NC 27278-2570 | 919.732.8126
Term: July 2008 - June 2010
- **James Bell | 2007-08 NCADA Teacher of the Year**
Edenton-Chowan Public Schools, John A. Holmes High School, 600 Woodard Street, Edenton, NC 27932 | 252.482.8426
Term: July 2007 - June 2009

Principal Advisor

- **Dr. Debra Morris | 2008 Wachovia Principal of the Year**
Kannapolis City Schools
100 Denver St., Kannapolis, NC 28083 | 704.938.1131
Term Expires: June 30, 2009

Superintendent Advisor

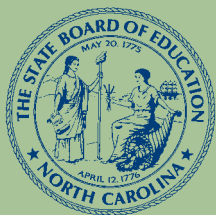
- **Shirley Prince | 2007-08 NCASA Superintendent of the Year**
Scotland County Schools
322 S. Main St., Laurinburg, NC 28352 | 910.276.1138
Term Expires: June 30, 2009

Local Board of Education Advisor

- **Wendell Hall | 2008 NCSBA Raleigh Dingman Award Recipient**
Hertford County Public Schools
701 North Martin St., Winton, NC 27986 | 252.358.1761

Student Advisors

- Governor’s Appointees | Junior and Senior High School Students**
- **Brandon Young, Senior | William G. Enloe High School**
Wake County Public School System
128 Claredon Crescent, Raleigh, NC 27610
Term Expires: June 15, 2009
 - **TeDarryl Powell, Junior | J.D. Clement Early College High School**
Durham Public Schools
1801 Fayetteville Street, Durham, NC 27707
Term Expires: June 15, 2010



State Board of Education Goals for the 21st Century



Future-Ready Students 21st Century Goals

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

NC Public Schools Will Produce Globally Competitive Students.

- Every student excels in a rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including a mastery of languages, an appreciation of the arts and competencies in the use of technology.
- Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance and dispositions needed in the 21st Century.
- Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.
- Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.
- Every student has the opportunity to graduate from high school with an Associate's Degree or college transfer credit.

NC Public Schools Will Be Led By 21st Century Professionals.

- Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantee student learning.
- Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance and dispositions.
- Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.
- Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities.
- Every educational professional uses data to inform decisions.

NC Public School Students Will Be Healthy and Responsible.

- Every learning environment will be inviting, respectful, supportive, inclusive and flexible for student success.
- Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
- Every school focuses on developing strong student character, personal responsibility and community/world involvement.
- Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

Leadership Will Guide Innovation in NC Public Schools.

- School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning and understand global connections.
- School leaders will create a culture that embraces change and promotes dynamic continuous improvement.
- Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions and faith-based and other community and civic organizations to impact student success.
- The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.

NC Public Schools Will Be Governed and Supported by 21st Century Systems.

- Processes are in place for financial planning and budgeting that focus on resource attainment and alignment with priorities to maximize student achievement.
- Twenty-first Century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.
- Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.
- Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.

Support for Globally Competitive Students



What does it mean to be prepared for life and work in the 21st Century? What skills are the most important? What information is the most critical to know? How does North Carolina measure whether or not students have mastered these things?

These questions are important ones that continue to drive the work of the State Board of Education and the NC Department of Public Instruction in all areas. In particular, work continues to:

- improve the overall health and well-being of students;
- implement the Framework for Change Accountability and Curriculum Reform Effort (ACRE) designed to move North Carolina to a new generation of learning standards, student testing and accountability;
- provide implementation support for the Future-Ready Core, the new high school graduation standards that affect students who enter ninth grade in the fall 2009 and thereafter;
- provide high quality preschool programs through More at Four and the Office of School Readiness; and
- support the creation of innovative high schools that better engage students.

Healthy Students

Research shows a positive link between a student's health and academic achievement. Healthier students miss less school, cause fewer behavior problems, feel more connected to schools, have better scores in reading and math and are more likely to graduate from high school. Daily physical activity along with

regular physical and health education classes are linked to improved academic progress.

Nutrition also plays a critical role in the well being of children. Statewide nutrition standards for school meals and snacks were increased in 2005. So far, 75 percent of school districts have voluntarily met these standards, at a financial loss. All districts are required to meet them by 2010, but it will take increased state financial support to complete this transition to providing healthier and more nutritious school meals and snacks.

Since the 1990s, the NCDPI has received funding from the Centers for Disease Control and Prevention to support the NC Healthy Schools Initiative linking health efforts between the NCDPI and the Division of Public Health at the state level and between school districts and local health departments throughout North Carolina. The State Board of Education was allotted \$500,000 to design and implement school pilot programs to prevent and reduce childhood obesity. A model program has been identified, pilot sites named and funds awarded for this important work.



Producing Healthy and Responsible Students

Perspective: One Educator's Experiences

Doug Jones, health and physical education coordinator for both Asheville City and Buncombe County Schools, knows the importance of the state's Healthy Active Children (HAC) policy and sees how it helps all North Carolina school children.

"It brought an increased awareness to teachers and administrators about childhood obesity," Jones noted, "and the importance of addressing this issue during the school day with added minutes of physical activity and health education. It's simply a given: the more active the child, the healthier that child, and the healthier the child, the better she or he will perform academically."

Because of the HAC policy, which mandates each school system have a School Health Advisory Council, both systems decided to calculate elementary students' Body Mass Index (BMI). Their goal was to determine if obesity really were a problem. A local hospital funded the project. "What we found out by doing this for the past three years is that yes, about one third of our elementary students are either overweight or obese," Jones said.

The School Health Advisory Councils shared these statistics with both city and county school boards and the systems' administrations. County-wide results were reported to citizens. "We told all principals and teachers the results of our study to show them how important it is that they follow the HAC policy," adds Jones. Buncombe County and Asheville City Parent/Teacher Organizations (PTO) also received the results. "We want to educate our PTO councils so they too are aware we have a problem and need their help," Jones says, "and to stress to them that obesity is both a community and a parent issue, not just something our schools can cure."

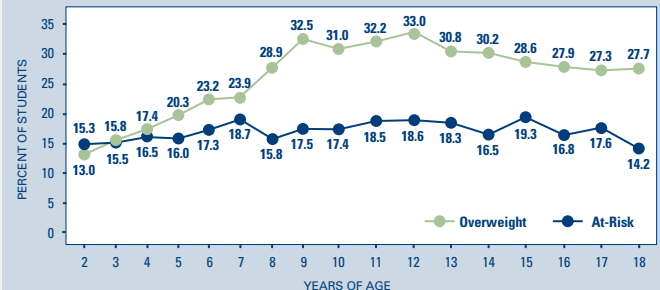
Obesity and Its Impact in North Carolina

Prevalence of Obesity and Its Complications

- In 2006, our state had the fifth highest rate of obese children in the nation.
- We may be raising the first generation of children and youth in history to have a shorter life expectancy than their parents due to obesity-related health problems.
- Among the ages 6-17 population, 16 percent were overweight, and another 16 percent were obese. Almost one-third of our youth do not maintain a healthy weight.
- Nearly 23 percent of children and youth (and nearly 40 percent of adults) get no leisure-time physical activity at all.
- A 2005 study estimated the annual economic costs of unhealthy lifestyles in North Carolina at \$24.1 billion; with the risk factors of lack of physical activity costing \$9.1 billion; excess weight \$9.7 billion; type 2 diabetes \$3 billion; and inadequate fruit and vegetable consumption costing the state \$2.4 billion.

OVERWEIGHT RESULTS BY AGE

Percentage of Overweight¹ and At-Risk² for Overweight Children in 2007 by Age, NC-NPASS³

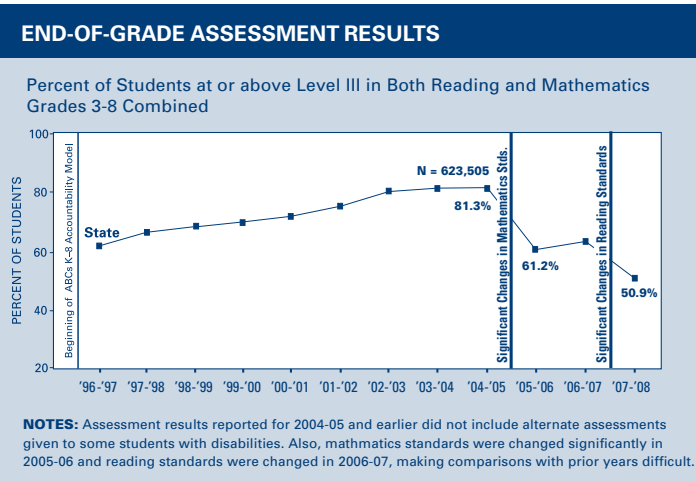


NOTES: ¹BMI-for-Age Percentiles \geq 95th Percentile; ²BMI-for-Age Percentiles \geq 85th and $<$ 95th Percentile; ³North Carolina-Nutrition and Physical Activity Surveillance System (NC-NPASS) is limited to data on children seen in North Carolina Public Health sponsored WIC and Child Health Clinics and some School-Based Health Centers. Percentiles were based on the CDC/NCHS Year 2000 Body Mass Index (BMI) Reference.

Performance Results for NC Students

End-of-Grade Results

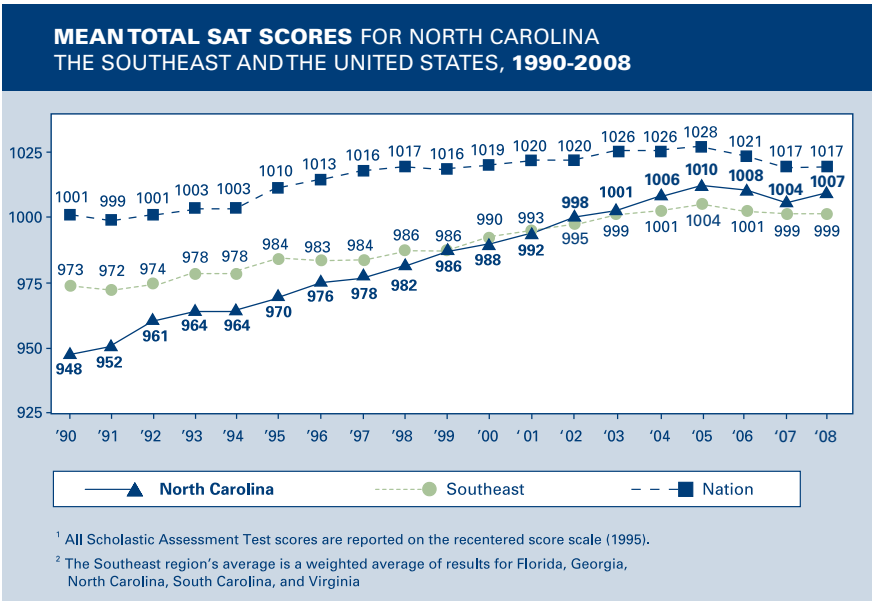
During the past few years, North Carolina education leaders have focused on increasing standards and expectations for students. The results of this work are illustrated in the end-of-grade assessment chart



shown at left. In 2006 and again in 2008, members of the State Board of Education raised standards in mathematics and reading, respectively. This was the first time that standards had been raised significantly since the ABCs accountability model began in the mid-1990s. Members saw this as an important way to continue to keep North Carolina students on track to compete in the global economy. Education is one endeavor in which the goals are always changing and expectations continue to increase. Over time, if history is a guide, students and teachers advance and reach the higher goals.

SAT Results

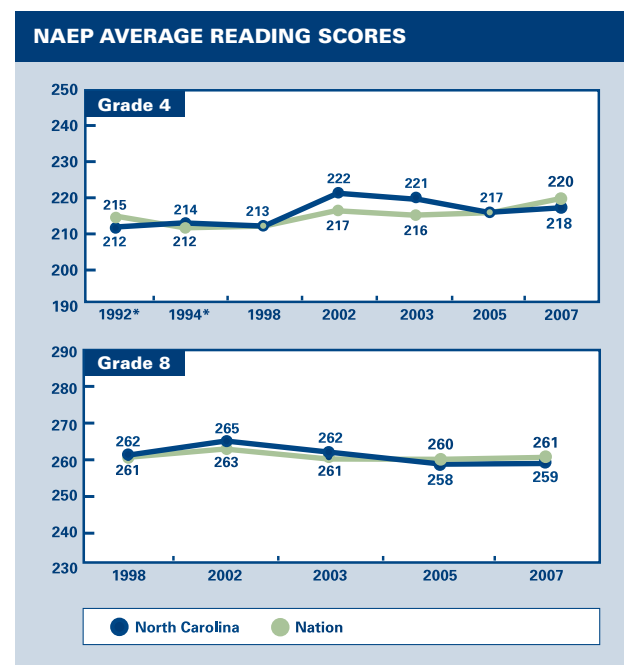
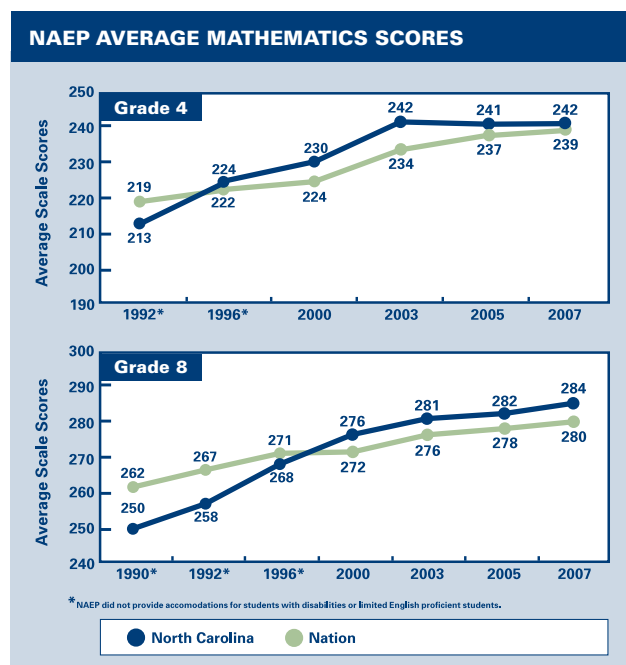
North Carolina is a national leader in gains on the SAT over time. This is especially significant because North Carolina continues to have a significant number of students taking this college entrance exam. The chart below compares North Carolina's progression in SAT scores since 1990 with both Southeast and U.S. averages.



National Assessment of Educational Progress (NAEP)

The NAEP assessments are also called “The Nation’s Report Card.” NAEP standards for performance are set at a very ambitious level. The “Proficient” level

on NAEP is set differently from the “Proficient” level for North Carolina’s own state tests. In fact, some researchers say that NAEP is so challenging that even some of the best-performing nations in the world would not meet its “Proficient” standard.



SOURCE: National Center for Education Statistics. National Assessment of Education Progress (NAEP) Mathematics and Reading Assessments. Average Scale scores and selected percentiles for public school students at grades 4 and 8.



Citizens are encouraged to use the NC School Report Card as a key resource for student achievement data, as well as other information about public schools. This information includes teacher quality, school safety and climate, and individual school profiles. NC School Report Card data can be reviewed through customized searches on the Web site, www.ncreportcards.org. The 2007-2008 school year data will be available on Jan. 29, 2009.

Framework for Change – Accountability and Curriculum Reform Effort (ACRE)

In 2008, following extensive input from the Blue Ribbon Commission on Testing and Accountability, the State Board of Education crafted the *Framework for Change* – 27 recommendations to change dramatically the scope of the *Standard Course of Study*, assessments and testing. The NCDPI has a five-year plan to implement the *Framework for Change*. The key elements of this work are below.

Defining Essential Standards

Developing a next generation of standards for all K-12 content areas is central to this work. The essential standards will be those skills, understandings and learning experiences that a student must master at each grade level to move to the next grade level. Essential standards are the “must have” goals of the curriculum and will help teachers focus on the higher-order knowledge and skills that all students should master. This should resolve the “inch-deep and mile-wide” concern about North Carolina’s current *Standard Course of Study* and ensure that every student learns essential content and skills for the 21st Century.

Improving Assessments of Achievement and for Informing Instruction

A new comprehensive assessment model aligned to the essential standards will be developed. This model will include improved and more authentic summative assessments (end-of-grade and end-of-course tests) and a new focus on assessments that help students learn. Online formative assessment modules will train teachers to diagnose and use data to meet the needs of every student. A benchmarking assessment tool for classroom teachers will be provided to use at key points

throughout the year to make sure students are on track. The NCDPI will develop new tests that include open-ended, constructed-response test items to better demonstrate what students know and can do. Tests will be more real-world, less dependent on bubble-sheets, transparent to teachers and the public and increasingly computer-based to take advantage of the efficiencies and cost-savings available in this arena.

Building a New Accountability Model

The NCDPI will develop an accountability system that serves the public’s need to know how schools are doing and ensures that schools are accountable for improving student performance. A revised growth model will be developed to accurately predict what is challenging and attainable for every child and to hold schools accountable for achieving those results. Key components will include graduation rates, rigor of courses taken and measures of post-secondary readiness. The new accountability model will push schools to perform at higher levels every year and will provide comparable data over time.

did you know?

- Over the next five years, North Carolina schools will have new curriculum standards, new student tests and a new school accountability model.
- Standards-writing committees are being convened for first-wave subjects (math and science).
- At grades 4 and 7, the NC Electronic Assessment Writing Pilot is operating in 17 districts; an authentic writing assessment is in the pilot stage for all districts.

School Readiness/More at Four Pre-Kindergarten



Over the past several years, North Carolina has implemented and grown its investment in More at Four to provide high-quality pre-kindergarten for our state's at-risk 4-year-olds. Currently serving more than 32,000 children, More at Four is recognized as one of the top two programs nationally for state pre-kindergarten quality standards, according to the National Institute for Early Education Research. Since it started working in North Carolina, More at Four evaluation results show that children have exhibited significant growth from pre-K through kindergarten in multiple areas. The program offers an important preparation opportunity for many children who would not otherwise have such opportunities. Today, there are more than 2,200 More at Four classrooms statewide with a teacher and teacher assistant. These sites are located in public schools, private child care centers and Head Start programs.

In addition to implementing More at Four, the Office of School Readiness has combined state and federally funded preschool programs into one state-level office, allowing maximum coordination and integration of these programs to serve children more effectively. The office includes More at Four, Even Start Family Literacy, Preschool Exceptional Children, Title I Preschool and the Head Start Collaborative Office. The Office of School Readiness defines and supports common high-quality standards for all of these preschool programs.

Innovative High Schools to Better Engage NC Students

Of every 100 students who enter 9th grade in a public high school in North Carolina, only 70 graduate within five years. Only 42 of them enroll in college and only 19 of them complete a two-year or four-year degree within six years of graduating from high school. For many students who leave high school without graduating, many of them leave because they report that they find school both impersonal and lacking in relevance.

The North Carolina New Schools Project (NCNSP), in partnership with the State Board of Education and the NCDPI, works with local school districts, higher education partners and others to change teaching and learning in high schools. NCNSP supports the creation of two types of innovative high schools:

- **Redesigned High Schools:** NCNSP partners with school districts to convert existing conventional high schools into smaller, autonomous, focused and rigorous high schools.
- **Learn and Earn Early College High Schools:** Located on the campuses of two- or four-year community colleges and universities, Learn and Earn early college high schools provide an academically rigorous course of study that ensures all students graduate with a high school diploma and two years of transferable college credit or an associate's degree. North Carolina is a leader in starting early colleges, with roughly a quarter of the national total located here.

Highland School of Technology in Gaston has redesigned its structure around career clusters.

Its graduation rate has exceeded 97 percent over the past three years.

did you know?

- There are 42 redesigned high schools on 25 campuses in North Carolina.
- Sixty Learn and Earn Early College High Schools are open now, and 12 more are slated to open in 2009-2010.
- Teacher satisfaction is high at innovative high schools with 49.5 percent of teachers in these schools strongly agreeing that their innovative high school is a good place to teach and learn.

This is compared to 34 percent at traditional high schools.

- Performance at redesigned or early college high schools is strong. Sixty-eight percent of these schools outperformed comparison traditional high schools. Thirty-two percent had a performance composite of 80 percent or better. When all high schools statewide are considered, only 5 percent performed at that level.

Future-Ready Core — New High School Graduation Standards

Students entering ninth grade for the first time in 2009-10 are the first to be required to complete the Future-Ready Core Course of Study. The Future-Ready Core has three kinds of requirements:

- course and credit requirements;
- testing requirements; and
- The North Carolina High School Graduation Project.

In course requirements, the Future-Ready Core includes an additional math course (through Algebra II or Integrated Mathematics III) for those students who previously did not pursue the College/University Prep Course of Study; a recommended four elective credits in a concentrated area; and an increase from 20 to 21 for the total number of credits required for graduation. Testing requirements include passing the end-of-course tests for Algebra I, Biology, Civics and Economics, English I and US History; and scoring proficient on the Computer Skills test.

The North Carolina Graduation Project provides students with the opportunity to demonstrate all

they have learned through grades K-12. This project, which culminates in the student's senior year, includes a research paper, a product, a portfolio and an oral presentation. The North Carolina Graduation Project is designed to give students the opportunity to show how they would address a real-world project and present their work to others – skills they will need in the workplace and in college coursework.



School Innovation Day Tour



Some of the “best kept secrets” in public education are the innovations underway every day in North Carolina’s public schools, but on Nov. 18, 2008, more than 100 schools in 64 districts opened their doors and invited citizens to see these innovations for themselves.

Projects varied. In an automotive technology class at Currituck County High School, instructor Mark Wootton introduced his nine students to alternative fuels. The class then used that theoretical knowledge to reconstruct a Harley-Davidson™ motorcycle to operate on soybean-based, bio-diesel fuel. “Most motorcycles get around 30-to-35 miles per gallon,” says Wootton, “but theirs tops out at 70 miles per hour, goes 100 miles on a single gallon, and smells like French fries.”

One automotive technology student — also enrolled in an Art III course — coordinated the

motorcycle’s airbrushed design atop a premium base coat expertly applied by a fellow automotive technology classmate.

These students are receiving national attention for their work. SPEED Channel’s “American Thunder™” show featured their eco-friendly motorcycle on one episode. The company that sponsored this project, Keystone Bio-Fuels in Harrisburg, PA, a cutting-edge bio-diesel producer, will display these Currituck County High School students’ creation at the Pennsylvania Farm Show as well.

“We know our fuel management system could be even more efficient, and when it returns from Pennsylvania, we’ll try to wring more from our motorcycle,” adds Wootton.

At another School Innovation Day tour stop — Glenwood Elementary School in Chapel Hill-Carrboro City Schools — Katie Jiang and Longzhi Lund’s kindergarten students receive half of their daily instruction in Chinese and the other half in English. This language immersion program supports the acquisition of English in English-as-



“Post-secondary enrollment in our graduating class of level 3 automotive technology students is higher than it ever has been,” says teacher Mark Wootton of Currituck County High School.



Glenwood Elementary School’s Kristen Johnson, second and third grade English teacher, and Laura Gondek, teacher assistant, work with kindergarteners in Chapel Hill-Carrboro City Schools’ Dual Language Program.

a-Second-Language (ESL) students while enabling English-speaking students to learn a foreign language. Chapel Hill-Carrboro City Schools also offers the same dual-language class in Spanish (at Carrboro Elementary School). “Half of our 24 students are native English speakers and half are native Chinese or Spanish-speaking,” notes Jiang. All students spend half of each day with one English teacher and the other half with a different second-language instructor. “We structure each language for equal emphasis, and both instructors teach core courses,” adds Lund.

To maintain this second-language immersion, students progress together through the fifth grade. “Parental commitment is vital to the program’s success. Families who join the dual-language program must commit to remain with it for six years,” noted principal Minnie Goins. “Studies show that dual-language educational experiences enhance academic performance at or above expected grade-level proficiencies.”

A similar program, Splash, exists in McDowell County Schools at Eastfield Elementary School in Marion, NC. Teacher Mariella Mabe, a native Equadorian, and assistant Gina Galleano (on loan from Colombia, South America) instruct 21 English-speaking kindergarteners only in Spanish. “At this time the class only hears English for 10 percent of their day — in interactions with other students, and in pull-out classes,” said principal Susan Pool. “It’s amazing to see these kindergarteners slip naturally into Spanish as they count during P.E. or as they interact with each other,” Pool adds. “In this class, higher level thinking occurs in every subject area, every minute of the day.”

In a brief period of time, these students have developed an understanding of letter sounds, recognize a number of sight words and are able



Glenwood Elementary School’s Kristen Johnson, second and third grade English teacher, and Laura Gondek, teacher assistant, work with kindergarteners in Chapel Hill-Carrboro City Schools’ Dual Language Program.

to read a beginner’s-level book in Spanish. They have developed a strong sense of numeration through lots of practice and hands-on activities. “No matter what time of the day you visit this classroom, the students are engaged in learning,” said Pool. “Ms. Mabe teaches every minute of the day. I credit her dedication and knowledge of how students learn best for the tremendous success of our program. She is an outstanding educator.”

Students in the Splash Program will remain together in the Spanish Immersion Class through sixth grade. Each year the ratio of English to Spanish used will increase, so sixth graders will use Spanish about 60 percent of their day.

The McDowell County Schools’ Board of Education feels that the Splash Program is readying its students to compete in a global economy. “It’s simply amazing what a heterogeneous group of McDowell County kindergarteners can master with stellar teachers and forward-thinking system and board leadership.”

Service to Schools



Since 1996-1997, North Carolina has provided a variety of intervention and assistance services to schools and school districts that have been identified as needing help because of student performance. The “triggers” for these services varied and did not always distinguish between schools in districts with ample resources to help them and schools in districts that needed help in order to respond. Over time, this approach resulted in a patchwork of services to schools and districts and a number of specialized assistance programs. But, at the heart of all these efforts, was a goal of helping schools with student achievement problems.

In 2008, the NC Department of Public Instruction created the District and School Transformation Division to consolidate all of its special outreach efforts to serve lower performing schools and districts. This organizational change allowed a significant increase in the number of schools that receive services. From 1997-2007, for example, the NCDPI served 106 schools that needed help with student achievement problems. In 2008-2009, under the new structure, the Department is able to serve 165 schools.

Based on the most recent performance data, there are

- 423 schools with fewer than 50 percent of their students’ test scores at proficient or better;
- 101 low-performing schools under the ABCs accountability model (schools did not make expected academic growth and had less than 50 percent of their students’ test scores at proficient or better);
- 551 schools in School Improvement/Corrective Action as prescribed under No Child Left Behind (NCLB); and
- 62 school districts in Corrective Action under NCLB.

The mission of the district and school transformation effort is to increase student achievement with a special emphasis on the lower-performing 20 percent of school districts and schools and to promote school redesign for 21st Century learning. This work includes addressing achievement gaps and increasing graduation rates.

In six school districts, the NCDPI is working on comprehensive district and school transformation. This work is intensive and begins with a Comprehensive Needs Assessment through a process developed by internationally recognized Cambridge Education, ongoing coaching by a District Transformation Coach and on-the-ground help at the school level. For these six districts, the NCDPI has made a three-year commitment to provide this intensive level of help. Three years should provide ample time for local educators to make the key changes needed to improve the performance profile of their schools.





Sample of Services Provided in 2007–2008:

District and School Transformation (78 schools in six districts)

- Partnered with internationally recognized Cambridge Education to develop and implement a Comprehensive Needs Assessment to evaluate impact of instructional services on student learning.
- Established and coordinated regional and strategic roundtables for enhanced collaboration and targeted services.
- Provided district leadership and instructional training and coaching through a three-year partnership.

Turnaround (66 high, 37 middle and 20 elementary schools in 40 districts)

- Provided leadership and instructional training and coaching to improve student achievement.
- Assisted the development of a learning-focused framework for each school.
- Assisted the implementation of freshman academies and credit recovery in high schools.

- Collaborated with New Schools to establish 10 Science, Technology, Engineering and Math schools.
- Partnered with America's Choice, Talent Development and other national models of school reform/redesign.
- Partnered with Kenan-Flagler and the Center for School Leadership Development for school leadership teams.

Reading First (154 schools in 42 districts)

- Funded elementary reading coaches in six elementary schools.
- Administered school-based grants to 92 elementary schools.
- Supplied 62 additional schools with 50-80 hours of online training in scientifically based research and instruction.
- Provided technical assistance and professional development to 154 schools.
- Conducted leadership training and development to 462 school principals, coaches and school district contacts.



did you know?

- In 2008-2009 the NCDPI is providing direct services to 165 schools.
- 82 percent of the 66 high schools receiving transformation services (formerly known as "Turnaround") increased their end-of-course test composite. Twenty-five percent of these schools gained from 10-18 points.
- 79 percent of the 66 "Turnaround" high schools increased their five-year graduation rates.
- 78 percent of the schools receiving services through the Reading First grant made high or expected academic growth.



Creating New Models for Work and Learning



Work today moves at a faster pace, relies on technology and connections impossible just a few years ago and is data-driven. The learning curve for success in today's work environment does not end; employees are expected to continue learning and developing their skills throughout their career, not just during their college or university preparation and their novice period.

To that end, the NCDPI and the State Board of Education are focused on a variety of activities to:

- Provide a better technology infrastructure and resources to bring 21st Century tools to today's schools;
- Implement professional standards and expectations for educators that align with the modern work environment; and
- Continue providing robust information and data for teachers, principals and education administrators.

Connectivity and Online Learning

Technology offers tremendous opportunities to extend learning to North Carolina students in ways that are not bound by geography, wealth, school or district size, or the supply of qualified teachers. To that end, the Business Education Technology Alliance (BETA) created in 2002 by the NC General Assembly, partnered with key leaders in business, local and state government and education and charged with e-Learning Commission to create the North Carolina Virtual Public School (NCVPS).

Administered by the NC State Board of Education and the NCDPI, the NCVPS provides courses that students are unable to take at their local schools. To date, total enrollments in the NCVPS are 26,023 students, and enrollment growth is exceeding national statistics of 30 percent annual growth.

Students have the benefit of a broad array of courses to help them complete the curriculum that they want to complete – not just what happens to be available to them in their local school. Numerous courses at a variety of levels are offered through the NCVPS. These include Learn and Earn Online, North Carolina's jumpstart opportunity for college coursework at the high school level.

Delivering virtual learning requires connectivity for districts and schools – a goal of the School Connectivity Initiative. The Connectivity Initiative links all local school systems into a statewide network that ensures broadband access for all schools and classrooms. The goals of the School Connectivity Initiative are to:

1. Provide equity of access for all preK-12 schools;
2. Assist in further creation of seamless transitions between levels of education;
3. Optimize E-rate process and support statewide;
4. Enable and foster public-private partnerships;
5. Develop a sustainable funding model; and
6. Achieve a steady state of operations within three years.

This work on connectivity is being led by the NCDPI through the School Connectivity Implementation and Operating Plan, a three-year deployment approved in August 2007 by the NC State Board of Education in collaboration with State Information Technology Services and MCNC. The Connectivity Initiative was developed by the BETA, alongside the NC Virtual Public School plan.



North Carolina
Virtual Public School

"We had one student last year who had no other way of graduating than taking the course second semester. She was heartbroken in January when I told her she could not graduate. Then this online opportunity came along. She became the first in her family to graduate from high school."

— Teresa H., Counselor, Shelby High School (Cleveland County Schools)

Collaboration is at the heart of this work to build connectivity. The NC General Assembly has provided \$22 million in recurring funds to support this project. This is leveraged along with at least \$25 million in annual federal E-rate discounts, more than \$4 million Golden Leaf Foundation grants and an MCNC commitment of \$8 million from its endowment. With these funding sources, the project is able to build upon the work that had already been done by the e-NC Authority, the Western North Carolina EdNet, WinstonNet, MCNC and local school districts statewide.

As of Nov. 25, 2008, 81 of 115 school districts were connected to NCREN and the remaining 34 districts are on track for completion during January 2009.

North Carolina Professional Educator Evaluation System

The State Board of Education and the Department of Public Instruction are launching an exciting initiative which aligns educator practices with 21st Century teaching and learning by creating new standards and evaluation instruments for School Administration

master's degree candidates, pre-service teachers, principals, teachers and superintendents.

With an ambitious implementation timeline, the Principal Evaluation Instrument was put into use in July 2008. The Teacher Evaluation Instrument will be rolled out in three phases, the first in August 2008 with 13 districts and in place in all 115 districts by 2011. Public and private schools of education also are involved, realigning curricula to match the appraisal instruments' standards by July 2009, with implementation in 2010-2011 — the first year that every school and school system will use the teacher instrument.

The new standards and aligned evaluation instruments for principals and teachers reflect the complexity of leading and teaching in the 21st Century and are based on the mission and goals of the State Board of Education's *Future-Ready Students for the 21st Century* and criteria established by the Partnership for 21st Century Skills. These standards reflect the important role of teacher leadership, teamwork and collaboration, higher order thinking, authentic assessment and technology-infused learning in a 21st Century education. When fully implemented, these new standards will elevate North Carolina educators to a new level in their professional careers.

In developing the evaluation instruments to accompany these new standards, data from the bi-annual North Carolina Teacher Working Conditions Survey was a critical tool. With more than 104,000 educators completing the 2008 Teacher Working Conditions Survey it provided a rich information resource about what matters most in teacher satisfaction and school working conditions.

Alexander County Schools served as one of the pilot sites and currently participates in Phase I of the NC Professional Educator Evaluation System.

Superintendent Jack Hoke believes strongly in this new system. "We know that change is not easy for all people, but change is necessary to take us into and beyond the 21st Century," Hoke says. "A consistent theme I hear is that we now have an instrument that really places an emphasis on teacher growth and enables us to identify what they need to support their individual professional development."



*Superintendent
Jack Hoke,
Alexander
County Schools*

Superintendent Hoke and his team identified important elements of the North Carolina Professional Educator Evaluation System during their 2007-2008 pilot year.

1. For the first time ever, our State Board of Education's goals, strategic plans, school improvement plans, superintendent standards, principal standards, teacher standards and evaluation systems all aligned.
2. The new system relies on collaboration and communication between the principal and the teacher.
3. Best practices are not only sought but required to meet the needs of all children. Traditional teaching methodology is no longer acceptable.

This new system also:

1. Requires our principals to truly be instructional leaders.
2. Creates teacher leadership.

did you know?

- The NCDPI has trained more than 3,000 principals, supervisors, Regional Education Service Alliance directors and others to use the new process for evaluating principals, effective July 2008.
- The new teacher evaluation process is being phased in from 2008-2011 and is beginning this year in 13 pilot districts.
- North Carolina boasts the largest number of teachers in the nation who have earned certification by the National Board of Professional Teaching Standards.

3. Promotes teacher growth.
4. Provides evidence and artifacts supporting teacher effectiveness over the course of a year.
5. Provides great opportunities to help teachers help children be successful.
6. Allows more time for principals to work with new and struggling teachers, to provide them the necessary support (instead of spending excessive time with proven veterans).

"We understand everything will not be perfect," says Hoke. "That's the beauty of the staggered rollout process: we identify issues that need adjusting as we complete the evaluation cycle, and that makes this system even better."

"It is refreshing to have an evaluation system which reflects our belief that learning is a lifelong process. All teachers, regardless of their experience or expertise, are able to assess their current abilities and find specific areas of improvement that will impact the effectiveness of their instruction."

— Instructional coach and former Exceptional Children teacher



Project K-Nect Empowers Students to Learn Using Advanced Mobile Technology

"Project K-Nect gives us a tremendous opportunity to use a device as common as a cell phone to help close the digital divide," said Frances Bradburn, program director at the New Schools Project and former director of Instructional Technology at the NC Department of Public Instruction. "Students sometimes see their school work as unrelated to current developments and technologies or uninteresting altogether. We hope that by using current technology in a new way, we can re-engage students and help them reach important academic goals."

Project K-Nect is designed to create a supplemental resource for secondary at-risk students to focus on increasing their math skills through a common and popular technology — mobile smartphones. Ninth graders in several North Carolina public schools received smartphones, giving them access to supplemental math content aligned with their teachers' lesson plans and course objectives. Students also have the ability to communicate and collaborate with each other and access tutors outside of the school day to help them master math skills. The smartphones and service are free of charge to the students and their schools due to a \$1 million grant provided by QUALCOMM, as part of its Wireless Reach™ initiative.

The project's goals are three-fold: to increase math achievement as measured through state assessments and improved classroom performance; to better engage students who have struggled with math; and to narrow the current digital gap by providing supplemental learning opportunities through mobile smartphones.

John Troutman, math teacher at Durham Public Schools' Southern School of Engineering, uses Project K-Nect smartphones with his ninth graders. "This technology prepares them to react to job market forces and develop or enhance their 21st-Century skills," said Troutman. "Even though this program began in January 2008, my students have already become more engaged with math."

Students, on their smartphones, have Instant Messaging (IM), blogging and video production capabilities as well. Student use of these tools and student exchanges are monitored. "I can shut-down inappropriate access immediately," Troutman said.



Information Technology Tools

The NCDPI is providing and developing several powerful information technology tools for local educators and state leaders to use to improve student learning and achievement.

NC Window of Information of Student Education (NC WISE)

NC WISE is the state's central, Internet-based electronic student accounting system. The system provides schools with day-to-day student and school information management capabilities and helps school systems meet state and federal data analysis and reporting requirements. When finished, a "data warehouse" function will provide schools with the ability to run customized analyses of current year student activity.

NC WISE is being deployed in multiple phases (or "waves"). The roll-out of NC WISE began October 2004 with Wave 1 and will conclude at the end of Wave 3, scheduled for completion in the 2008-2009 school year. When complete, NC WISE will operate in all of North Carolina's 115 school districts and approximately 100 charter schools.

NC Common Education Data Analysis and Reporting System (CEDARS)

NC CEDARS, still early in its development, will be the state's longitudinal data analysis system. This system will first ensure that each student and teacher in pre-Kindergarten through grade 12 has a unique, statewide identifier (not a Social Security number) by fall 2009. The system will then create a data warehouse with comprehensive information about students, teachers, schools, finances and other elements of the school experience for each school year. This warehouse will include multiple years of data, not just current-year data. Policy



makers, educators and researchers can then analyze trends and relationships over time to answer a wide range of questions about what is making a difference to improve student learning and achievement. CEDARS, supported by state and federal funds, will be fully in place by fall 2010.

Education Value-Added Assessment System (EVAAS)

EVAAS is a special software tool available to all North Carolina school districts that quickly provides diagnostic reports about student achievement to district and school staff. The system answers the question of how effective the school experience is for students. By looking at colorful, easy-to-understand charts and graphs accessed via the Internet, users can produce reports that predict student success, show the effects of schooling at particular schools or reveal patterns of performance by groups of students. EVAAS tools provide a precise measurement of student progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for under-achievement.

2009-2011

BIENNIAL BUDGET REQUEST FOR PUBLIC SCHOOLS



The State Board of Education and the Department of Public Instruction share one guiding mission: “that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.” Although the funding needs for our schools are great, the State Board of Education recognizes that slow revenue growth will make expansion difficult. The biennial budget outlined below is at a minimum level to help enable North Carolina’s public schools to embrace this mission fully and achieve a 21st-century education. This request reflects the goals in place to accomplish this mission.

#	REQUEST	STATE BOARD GOAL	ESTIMATED COST
1	Assisting High-Need Schools: Funding will increase student achievement at the lowest performing 20 percent of districts and schools and promote redesign for 21st Century learning (including addressing achievement gaps and increasing graduation rates).	North Carolina public schools will be governed and supported by 21st-century systems.	\$ 8,074,501
2	Redesigning Assessment and Accountability: This funding will support the State Board of Education’s goal that every student’s achievement be measured with an assessment system that informs instruction and evaluates knowledge, skills, performance and dispositions needed in the 21st Century.	North Carolina schools will produce globally competitive students.	\$ 4,703,917
3	Healthy Students Initiative: Funding will provide a School Meals Subsidy equitably to all LEAs, based on the number of reimbursable meals served in elementary schools that meet federal and state-adopted nutrition standards. This subsidy will purchase food (including delivery costs) only; it would supplement, not supplant, the existing program.	North Carolina public school students will be healthy and responsible.	\$ 7,000,000
4	Learn and Earn: Funding will allow high school students to graduate with an associate’s degree or two years of college credit through the Learn and Earn program. This program requires no tuition, which lifts the financial burden often facing students and families. Funding will help support the existing 60 sites and add 11 new Learn and Earn schools.	North Carolina schools will produce globally competitive students.	\$ 3,250,000

#	REQUEST	STATE BOARD GOAL	ESTIMATED COST
5	Monitoring Student Assessment and Placement: The Educational Value Added Assessment System (EVAAS) analyzes student achievement data for Local Education Agency (LEA) and charter schools use. EVAAS reports assist professionals in addressing the educational needs of their students by highlighting student strengths and weaknesses for projected performance in up coming courses. Funding for EVAAS (\$355,000) and its Teacher Module (\$750,000) will address the General Assembly's call for a tool to help school districts with assessment and student placement.	Leadership will guide innovation in North Carolina public schools.	\$ 1,105,000
6	School Connectivity Initiative: The purpose of this initiative is to connect all local school administrative units into a statewide network that ensures enhanced, equitable broadband access to all schools and classrooms statewide. It also will increase virtual collaboration (such as Learn and Earn Online and NC Virtual Public School) among public schools, community colleges and universities. This offsets expiring funding from the Golden Leaf Foundation.	North Carolina public schools will be governed and supported by 21st-century systems.	\$ 2,000,000
7	Implementing 21st Century Principal and Teacher Standards: The purpose of the new evaluation system is to support and promote effective leadership, quality teaching and student learning. It is a growth model designed to improve leadership and instruction and enhance professional practice. This will fund training more than 98,000 teachers statewide (and sustaining that of new executives and teachers after rollout) and for professional development needs in 21st Century skills and global awareness, efficient use of and scoring the rubrics, critical conversations and follow-up training in the evaluation/ observation processes.	North Carolina's public school will be led by 21st-century professionals.	\$ 1,000,000
8	Teacher Mentors: The National Education Association reports that half of new teachers stop teaching within their first five years. To stem that exodus, this request will provide LEA funding to employ mentors for those most at risk — teachers with three or less years of experience.	North Carolina's public school will be led by 21st-century professionals.	\$ 15,361,044
9	21st Century Classrooms: With funding, each public school classroom will offer our students and teachers tools and support needed to access the instructional opportunities available through the use of technology. Classrooms will be equipped with digital whiteboard technology, data projector, computers and document cameras. Funding provides a technology facilitator at each school.	North Carolina public schools will be governed and supported by 21st-century systems.	\$ 10,000,000

10	More at Four Funding: This program is recognized as one of the top two nationally for state pre-kindergarten quality standards. Adequate funding will ensure greater private-sector participation, relieve local funding pressures by releasing local Smart Start monies (+\$20M), allow for expansion, help guarantee program quality maintenance, and ensure program stability.	North Carolina schools will produce globally competitive students.	\$ 15,000,000
11	Learn and Earn Online: These additional funds will support the Learn and Earn Online (LEO) program which allows high schools students to receive university and community college credit. Fall 2008 data show a 75 percent increase in enrollment, and LEO anticipates that number to increase steadily.	North Carolina schools will produce globally competitive students.	\$ 3,250,000
12	Helping Children with Disabilities: With additional funding for children with disabilities, teachers will receive appropriate staff development to increase the likelihood that they will continue to teach students with disabilities. This funding will allow more teacher assistants and related service personnel (psychologists, speech-language pathologists, occupational therapists, etc.) and to better support teachers in the classroom. These steps should help improve outcomes for students with disabilities.	North Carolina schools will produce globally competitive students.	\$ 6,200,000
13	Leadership Training: The proposed Leadership Academy will provide opportunities for school leaders to enhance their knowledge and skills and lead North Carolina's schools into the 21st Century.	Leadership will guide innovation in North Carolina public schools.	\$ 1,000,000
14	Internal Auditor (salary and fringe benefits): Session Law 2007 (House Bill 1401) established the Internal Audit Act, which requires state agencies to establish an internal auditing program. The act requires a council to recommend the number of internal audit employees per agency (three for the NCDPI). This request will fund one of the recommended three (one internal auditor presently serves as the director of that function).	North Carolina public schools will be governed and supported by 21st-century systems.	\$ 84,664

TOTAL REQUEST

\$ 78,029,126

In compliance with federal law, NC Public Schools administers all State-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

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